

# Lesson Plan

**Course Title**

Career and Family Leadership

**Lesson Title**

What are some qualities of demonstrating responsibility?

**Practical Problem**

What should I do to demonstrate responsibility?

**References Used for this Lesson**

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.  
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, *Get Connected CD ROM: Families First, Planning Process*, Reston, VA.

*Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit*, Ohio State University, 1996. Vocational Instructional Materials Laboratory

**Background Information for this Lesson**

Career and Family Leadership, Content Module 2

## External Alignment

**Program Goal Addressed**

(Use this area to identify how your program goal links to this lesson.)

**Missouri Family and Consumer Sciences Competencies Addressed**

C.4 Demonstrate responsibility (Comprehension)

**Missouri Show-Me Goals/Standards Addressed**

Goal 4 Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society

**National Family and Consumer Sciences Standards Addressed**

1.0 Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities

## Internal Alignment

**Course/Performance/Enabling Objectives(s) for Competency**

1. List responsibilities in the family. (Knowledge)
2. Define responsibility. (Knowledge)
3. Show the interconnectedness for the responsibilities of the family. (Comprehension)
4. Compare and contrast differences in family responsibilities. (Evaluation)
5. Plan and implement a project to strengthen the work of the family. (Process skills, synthesis)

## Instructional Strategies

### 1. List responsibilities in the family. (Knowledge)

Work in pairs to record each idea on small slips of sticky paper. On each sheet of paper write a responsibility of a family member. These can be general or specific of family members. (Communication)

On the white board, make headings for father, mother, brother, sister, relative, (as teacher, you will need to be sensitive to all family structures of your students) Ask the students to classify the responsibilities written on the sticky paper to the family member that the responsibility falls to. Discuss with your partner the placement of each sticky paper. (Communication, Critical Thinking)

### Questions for Discussion/Formative Assessment

1. *What are classified as responsibilities?*
2. *What is the purpose of having responsibilities?*
3. *What are examples of responsibilities?*
4. *What type of communication skills are needed to relate responsibilities for the family.*
5. *What types of responsibilities did you observe family members or friends having?*
6. *How do these responsibilities compare to your responsibilities as a family member?*

### 2. Define responsibility. (Knowledge)

Give students a definition for responsibility. Ask students to identify how the definition affects the list of responsibilities and the classification of the responsibilities in Instructional Strategy #1.

### 3. Show the interconnectedness of the responsibilities of the family. (Comprehension)

Assign each student one of the categories of family. Give each student some of the sticky paper responsibilities to assume from that category. Put the students in groups so that each family member category is represented. Students are to share with members of their group their responsibilities. Ask one category/member to step out of the group and the other members of the group to respond to the following questions:

### Questions for Discussion/Formative Assessment

1. *What would be the consequences of these family responsibilities not being completed?*
2. *What happens when not all categories are represented in a family?*

Now ask one more category/member to step out of the group. (Critical Thinking)

### Questions for Discussion/Formative Assessment

1. *How would this affect the family?*
2. *How does this activity show the interconnectedness of the responsibilities of the family?*

### 4. Compare and contrast differences in family responsibilities. (Comprehension)

Use the, "Family Pursuit Mixer", (*Get Connected with Families First CD ROM*). Change the fields on the mixer to include responsibilities as listed by the class of family members. Responsibilities for all family members can be included. For example, the responsibility might be family income. On the mixer sheet you would put, "is responsible for part of the family income".

1. Give a "Family Responsibility Mixer" sheet to each participant.

2. Allow students 10 minutes to find at least one person who matches each criterion/item on the sheet. They should write these individuals' names in the matching squares.
3. After 10 minutes, award a small prize to the participant who has filled the most squares. (Communication)

#### *Questions for Discussion/Formative Assessment*

1. *How many of the responsibilities apply to you?*
  2. *Based on what you found out during this activity what are some ways that family responsibilities vary from one another?*
  3. *What about this activity would help you to compare and contrast the differences in family responsibilities?*
5. Outline a project to strengthen the work of the family. (Comprehension)  
Ask students to collect information about how television viewing, computer games and other media affect carrying out family responsibilities.

Develop a chart that shows the number of hours per day that students in the class spend watching TV, computer games, and other media per day. (Technology)

#### *Questions for Discussion/Formative Assessment*

1. *How does the time spent with media affect meeting family responsibilities?*
2. *What affect does this have on the family members?*

Outline a project that would help family members to balance their responsibilities and media time. Use the "FCCLA Planning Process" to outline the project. Share your project outline with members of the class/with family members. (Leadership, Management)

### **Assessments**

Paper/Pencil:

1. Write a definition of responsibilities. (Knowledge)
2. Write a skit/jump rope rhyme/song that shows people with responsibilities and what happens when they do their job. Rephrase the skit/jump rope rhyme/song to show what happens when the responsibilities are not fulfilled. Students will perform their writing for the class. Class members complete the "Peer Assessment Conference on Performance", p. 60 (*Alternative Assessments*) for each class member. To develop guidelines for the performance, use *Alternative Assessments*, pp. 41-42 (Comprehension, Communication, Leadership, Management)
3. Write a brief paragraph explaining how the "Family Responsibility Mixer" from Instructional Strategy #4 shows the differences in family responsibilities. (Comprehension)

Classroom Experience:

1. Develop a chart that shows the number of hours per day students in the class spend watching TV, computer games, and other media. Outline a project that would help family members to balance their responsibilities and media time. Use the "FCCLA Planning Process" to develop the project. (Comprehension)

Application to Real Life Setting:

1. Divide class members into cooperative learning groups. Using the FCCLA "Planning Process" develop a "Families First Project" showing the importance of demonstrating responsibility. As part of the project, use one of the project outlines

from Instructional Strategy #5 and include one of the skits/jump rope rhymes/songs written by your group. Use PowerPoint or posters to show your project. Use available "Family First" resource materials. To assess the project, use *Alternative Assessment*, pp. 41-42 and the "Families First" recognition form. (Comprehension, Management, Communication, Leadership, Technology)